The GTM

Characteristics	•The classical method (19th century). •First used in teaching classical languages (Greek and Latin). •Purpose: help students read and appreciate foreign language literature. •Based on reading in the target language and translating in to the mother tongue. •Use of first language in asking questions. Focus on grammatical rules as a basis for translating from L2 to L1. •Memorize vocabulary. •Focus on accuracy.
Principles	•Be able to read literature. •Be able to translate each language into the other. •The ability to communicate is not the target of foreign language instruction. •Primary skills to develop are reading and writing. •Learning is facilitated through attention to similarities between L1 an L2. •Focus on the form of language. •Deductive application to learning grammar rules. •Learners are conscious of the grammatical rules of L2. •Verb paradigms and conjugation should be memorized. •The teacher is the authority in the classroom. •Much vocabulary is taught in the form of lists of isolated words. •Little attention is given to the content of the texts, which are treated as exercises in grammatical analysis. •Little or no attention is given to pronunciation.

The reform movement:

- **Language teaching specialists in England, France and Germany**: specialists like Marcel and Gouin provided new and alternative methods to teach the language. Their methods however failed to catch the necessary attention.

- **Practical minded linguists such as Henry Sweet** : gave the needed intellectual leadership reformist ideas needed at that time to gain credibility and acceptance

- **The discipline of linguistics was revitalized :**

- **The scientific analysis and description of the sound systems of languages, Phonetics, was established**

- **Linguists emphasized that speech was the primary form of language**

- **The International Phonetic Association was established in 1886**

- **IPA: International Phonetic Alphabet was designed**

- **One of the earliest goals of IPA was to improve the teaching of modern languages:**

    - The study of spoken languages

    - Phonetic training to establish good pronunciation habits

    - Use of conversation texts and dialogs

    - An inductive approach to teaching grammar

    - Teaching new meanings through association in TL

- **Linguists became interested in the teaching of languages and tried to find the best ways to teach foreign languages.**

- **'Sound methodological principles should be based on scientific analysis of language and a study of psychology' (Henry Sweet, The Practical Study of Language, 1899):**

    - Careful selection teaching material

    - Imposing limits teaching material

    - Arranging teaching material according to the 4 skills

    - Grading material from simple to more complex

- **In Germany W. Vietor used linguistics theory to justify his views on language teaching** : he argued that teachers should be well trained in phonetics because it would help them

pronounce the language accurately. He believed that sound patterns are more important than grammar.

- **He criticized the 'inadequacies not GTM and stressed the value of Phonetics as a new science**

- **The reformer believed the following:**

    - Oral based methodology (primacy of spoken language)

    - The findings of phonetics should be applied to teachers and teacher training

    - Learners should hear the language first before seeing it written

    - Words in context: they should be presented in sentences. Teachers try to teach those sentences in meaningful context not in isolation.

    - Grammar taught inductively

    - Translation should be avoided: sometimes the mother tongue can be used to explain new words and check understanding.

- **The reform movement laid the foundations of Applied linguistic:** These principles provided the theoretical foundations for a principled approach to language teaching, one based on a scientific approach to the study of language and of language learning. The writings of such scholars as Sweet, Vietor, and Passy provided suggestions on how these applied linguistic principles could best be put into practice.

Theoretical Background	**DIRECT method**
	• Based on naturalistic principles emphasizing that learning should be similar to kids' learning of first language.
	• Among those who tried to apply natural principles to language classes in the nineteenth century was L. Sauveur (1826-1907), who used intensive oral interaction in the target language, employing questions as a way of presenting and eliciting language. He opened a language school in Boston in the late 1860s, and his method soon became referred to as the Natural Method.
	• monolingual approach to teaching
	• These natural language learning principles provided the foundation for what came to be known as the Direct Method
	• Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language.
Principles	• Instruction exclusively in the target language
	• Only everyday vocabulary / sentences were taught
	• Grammar taught inductively
	• New teaching points taught through modeling and practice
	• Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
	• Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
	• Both speech and listening comprehension were taught
	• Correct pronunciation and grammar were emphasized
Goal of the teacher	• Teach the students how to communicate in the TL
	• Students should learn to think in the TL
The role of the teacher	• The teacher directs class activities
	• Works in partnership with the learners
The role of the learner	• Learners are active partners.
Student/teacher interaction	• Teacher/ student interaction
	• Student/ teacher interaction
	• Student/student interaction

	•
Role of L1	• The students' native language should not be used in the classroom.
Characteristics of the Direct Method	• Students need to associate meaning with the target language directly • Demonstrating meaning of new words through the use of realia, objects… • The teacher uses the target language to communicate and never uses translation for any purpose whatsoever. • The syllabus used in the Direct Method is based upon situations (for example, one unit would consist of language that people would use at a bank, another of the language that they use when going shopping) or topics (such as geography, money, or the weather). • No explicit grammar rules: grammar is taught inductively: students make generalizations about rules from examples. • New vocabulary is used in complete sentences.
View of language	• Language is primarily spoken, not written. • Students study common, everyday speech in the target language.
View of culture	• They also study culture consisting of the history of the people who speak the target language, the geography of the country or countries where the language is spoken, and information about the daily lives of the speakers of the language.
Areas of language emphasized	• Vocabulary is emphasized over grammar. • Pronunciation also receives attention right from the beginning of a course. • oral communication is seen as basic
Skills emphasized	• work on all four skills (reading, writing, speaking, and listening) occurs from the start • reading and writing exercises are based upon what the students practice orally first
Errors	• The teacher, employing various techniques, tries to get students to self-correct whenever possible.
Evaluation	• students are asked to use the language using both oral and written skills • Students might be interviewed orally by the teacher or might be asked to write a paragraph about something they have studied.
Techniques	• **Reading Aloud:** Students take turns reading sections of a passage, play, or dialogue out loud. The teacher uses realia and objects to explain the meaning of what is read.

	• **Question and Answer Exercise:** Students are asked questions and answer in full sentences to practice new words and grammatical structures. They can also ask question and answer them. All that is done in the target language.
	• **Getting Students to Self-correct through:**
	   ○ asking them to make a choice between what they said and an alternative answer he supplied
	   ○ Repeating what a student has just said, using a questioning voice signal to the student that something was wrong with it.
	   ○ Repeating what the student said, stopping just before the error. The student then knows that the next word was wrong.
	• **Conversation practice**
	• **Fill in the blank (no explicit grammar)**
	• **Dictation**
	• **Paragraph writing**

Criticism	• **Successful in private schools**: motivation of clients and the use of native-speaking teachers. • **Native- speaking or native like fluency in teachers** • **Failed to consider the practicalities of the classroom** • **Lack of basis in Applied linguistic theory** • **'considered 'enlightened amateurism'** • **Dependent on teachers' skills rather than on a textbook**: not all teachers were proficient enough in the foreign language to adhere to the principles of this method. • **Strict adherence to DM can be counterproductive**: sometimes teachers may find themselves doing anything to avoid using students' native language while explaining some things in the native language would be efficient and save time and efforts. • **Verbal gymnastics can be frustrating :** because of avoiding translation • **By 1920s decline of use of DM in noncommercial schools in Europe**: combine it with some grammar-based activities. • **Attempts to implement it in the US** • **1923 study on the state of foreign language teaching 'the Coleman Report' concluded: no single method could guarantee successful learning** • **Teaching conversation was impractical**: time, skills of teachers, relevance of conversation to American college students • **The recommendation of the Coleman Report (1929) was that the goal of most language programs in the US became reading :** achieved through the gradual introduction of words and grammatical Structures in simple reading texts. • **Despite its popularity in Europe, DM was not adopted by everybody**

	• **It offered innovations in teaching procedures** • **It lacks methodological basis** • **Applied linguists (Henry Sweet among others) wanted sound methodological principles and teaching techniques** • **The reform movement laid the foundations for the British approach to language teaching: Oral Approach/ or Situational Approach , and the development of The Audiolingual Method in the US**
After DM	• **The concept of method as foreign language teaching was a significant issue in education in 19th and 20th century** **Here are some questions that prompted innovations:** • **What should the goals of language teaching be? Conversational proficiency, reading, writing, translation, other skills?** • **What is the nature of language and how will it affect the teaching method?** • **What are the principles for the selection of language content in language teaching?** • **What principles of organization, sequencing, and presentation best facilitate learning?** • **What should the role of the native language be?** • **What processes do learners use in mastering a language, and can these be incorporated into a method?** • **What teaching techniques and activities work best and under what circumstances?**

Oral approach and situational language teaching

Introduction of the method	- An approach developed by British Applied linguists 1930s- 1960s - The Oral approach has had an impact on ESL and EFL. - The basis of many textbooks that are still used today.
Background	- It started with the work of British applied linguists in 1920s and 1930s - Linguists such as Harold Palmer developed the basis for a principled approach to methodology in LT - Palmer and Hornby attempted to develop a more scientific foundation for an oral approach than the Direct Method - Systematic study of principles and procedures to select and organize the content of a language course
Vocabulary control	**Investigations on foreign language vocabulary was undertaken for two reasons**: - Vocabulary was one of the most important aspects of foreign language learning - Emphasis on reading skills as the goal of foreign language study(e.g.US as recommended by the Coleman Report) and Vocabulary seen as an essential component of reading proficiency (Michael West examined the role English in India) **This lead to** : - Development of principles of vocabulary control (2000 words guide of the most frequently used words) which greatly assist students in reading a foreign language. - A guide of English vocabulary was produced by West, Palmer and other specialists - This was revised to result in publishing ' A General Service List of English Words'. - These efforts which provided a scientific basis for choosing vocabulary content of a language course produced the first attempt to establish principles of syllabus design in language teaching.
Grammar control	- Focus on the grammatical content of a course - Palmer dedicated his time to find suitable procedures to teach basic grammatical patterns through an oral approach - He saw grammar as the 'underlying patterns of language': not like the grammar translation method which views all language as having one single basis based on universal logic. This method considers teachers responsible for showing students how each category of universal grammar can be expressed in the foreign language.

	- Classification of major grammatical structures into sentence patterns 'substitution tables' **Pedagogical descriptions of language were developed by specialists and used in** : 'A comprehensive methodological framework for the teaching of English as a foreign language, - All these efforts resulted in the British approach to ESL/EFL was established
Situational language teaching	- The British Oral approach(1950s): - Systematic principles of selection (lexical and grammatical content) - Gradation (organization and sequencing of content) - Presentation(techniques for presentation and practice of items in a course) - Direct Method, unlike this Oral approach, does not have systematic basis in applied linguistics and practice. - One of the active proponents of Oral approach was Pittman and colleagues who developed situational based teaching material used in English programs for immigrants in Australia - Later published as the series Situational English **Characteristics of this approach:** - Teaching spoken language first before writing - Use of TL in the classroom - New language is introduced and practiced in situations - Vocabulary selections procedures : make sure that an essential general service vocabulary is followed - Graded grammar: teaching simple forms before complex forms - Reading and writing introduced when enough lexical and grammatical basis is established
Approach	
Theory of language	**The theoretical basis For SLT is a type of British Structuralism:** - Speech is the basis of language - Structure is at the heart of the speaking ability - British applied linguists prepared pedagogical descriptions of the basis of grammatical structures of English - Principle classroom activity is the oral practice of structures, controlled sentence patterns in situations to give students a significant amount of practice. - Knowledge of structures should be linked to situations in which they could be used : tenet of SLT **British linguists developed powerful views of language:** - The structure of language has a close relationship to context and situations in which it is used. (meaning, context, situation) - Language situation activity: language, participants and object

	• Language was viewed as purposeful activity related to goals and situations in the real world
Theory of language learning	• The theory of learning underlying SLT is a type of behaviorist habit learning theory: it addresses processes (receiving knowledge- fixing it in the memory by repetition – using it in actual practice until it becomes a personal skill) rather than learning condition. • An inductive approach to the teaching of grammar: the meaning of words and structures are induced from the way the form is used. • Explanation is discouraged: meaning to be deduced • What students learn should be applicable in real life situation (like a child when he or she learns a language).

Design

objectives	• Theories of language and language learning affects what the method seeks to achieve • Teach a practical command of the 4 basic skills • The 4 skills are approach through structure • Accuracy in grammar and pronunciation is crucial • Errors are to be avoided at all cost • Automatic control of the basic structures and sentence patterns to reading and writing skills. This is achieved through speech work • New structures and new vocabulary are taught orally. • Free choice in sentence patterns and vocabulary are granted to those students who can speak fairly correctly.

Syllabus	• A structural syllabus: basic structures and sentence patterns (statement patters, questions patterns and request or command patterns)
	• A word list: chosen according to how well it enables sentences patterns to be taught
	• Sentences patterns:
	   ○ Statement
	   ○ Question
	   ○ request
	   ○ Command
	• The course syllabus must include enough words upon which language practice may be based.
	
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		Sentence pattern	Vocabulary

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1st lesson	This is . . . That is . . .	book, pencil, ruler, desk
2nd lesson	These are . . . Those are . . .	chair, picture, door, window
3rd lesson	Is this . . . ? Yes it is. Is that . . . ? Yes it is.	watch, box, pen, blackboard	 (1957: 134) •

Activities	• Situations: use of concrete objects actions gestures to demonstrate meaning • Drill based activities: guided repetition, substitution activities, chorus repetition, dictation, controlled oral based reading and writing tasks, pair work, group work
The role of learner	• Initially listen and repeat • Respond to questions and commands • Has no control over content • Has to avoid incorrect habits • Later more active participation is encouraged : initiate responses and ask each other questions

The role of teacher	• Model for the presentation stage: set up situations in which the need for target language structure is presented and modeled for students to repeat.
	• Skillful 'conductor of an orchestra', 'manipulator' : uses commands and questions to elicit correct sentences from learners
	• Lessons are teacher-directed; the teacher sets the pace.
	• The teacher is responsible for :
	   ○ Timing,
	   ○ oral practice,
	   ○ support textbook structures,
	   ○ revision,
	   ○ adjustments,
	   ○ testing,
	   ○ developing language activities other than the textbook

The role of instructional materials	• the method is dependent on textbooks and visual aids Situational Language Teaching is dependent on both a textbook and visual aids. The textbook contains tightly organized lessons planned around different grammatical structures. Visual aids may be produced by the teacher or may be commercially produced; they consist of wall charts, flashcards, pictures, stick figures, and so on. The visual element together with a carefully graded grammatical syllabus is a crucial aspect of Situational Language Teaching, hence the importance of the textbook. In principle, however, the textbook should be used "only as a guide to the learning process. The teacher is expected to be the master of his textbook" (Pittman 1963: 176).

Procedures	**Procedure**
	Classroom procedures in Situational Language Teaching vary according to the level of the class, but procedures at any level aim to move from controlled to freer practice of structures and from oral use of sentence patterns to their automatic use in speech, reading, and writing. Pittman gives an example of a typical lesson plan:
	The first part of the lesson will be stress and intonation practice. . . . The main body of the lesson should then follow. This might consist of the teaching of a structure. If so, the lesson would then consist of four parts:
	1. pronunciation
	2. revision (to prepare for new work if necessary)
	3. presentation of new structure or vocabulary
	4. oral practice (drilling)
	5. reading of material on the new structure, or written exercises
	(1963: 173)
Conclusion	• SLT procedures were extensions of the Oral Approach
	• Essential features, a lesson has three phases: P_P_P :
	○ Presentation (introduction
	○ Practice(controlled practice)
	○ Production (free practice)
	• SLT continued to be used (1980-1990s) :
	Communicative Language Teaching in Chapter 14. But because the principles of Situational Language Teaching, with its strong emphasis on oral practice, grammar, and sentence patterns, conform to the intuitions of many language teachers and offer a practical methodology suited to countries where national EFL/ESL syllabuses continue to be grammatically based, it continues to be widely used, though not necessarily widely acknowledged.
	• The view of language, teaching and learning were criticized in the 1960s

The Audiolingual Method

Structuralism and behaviorism	- Geneva School: F. de Saussure established Structuralism 'A theoretical paradigm that views language as an interwoven network in which elements are defined by their relationship to one another.' - A key objective: prove that every language has unique properties - Observe and describe how a language is spoken by a group of people , without bias - The rationale: no predictable relationship between the form of a linguistic expression and its meaning (arbitrariness) - Language is a self-contained system of relations - Langue (language, a system of signs) vs. parole(the use of signs in speech) - syntagmatic relationships (linear: the relation between elements that are combined with each other: letters, words, sentences) - Paradigmatic relationships(elements of the same category: items that can be substituted for each other) - These relationships constitute the structure of language, and are the main area of linguistic concern ,not meaning **The Prague School: Jakobson and Trubetskoy** - Impact on phonology - Distinctive features of phonemes - Binary opposition [+ – voice] **Linguistic Circle of Copenhagen: Hjemslev** - Glossematics: a structural theory of language describing the formal characteristics of language - Shared Saussure's 'arbitrariness' **London School: H.Sweet, D. Jones, J. Firth** - Synchronic description of language - Prosodic analysis in phonology - In the US structuralism was characterizes by empiricism: speech is the only source of language **L. Bloomfied : process of language description** - Immediate Constituent Analysis and Discovery procedures - Segmentation, based on substitution, classification based on distribution - Bloomfield's work was influenced by behaviorism 'Humans, driven by stimuli, utter speech as a means to prompt a response from the listener. Meaning is simply the relationship between a stimulus and a verbal response. As an act of observable behavior, language is acquired through conditioning and

	reinforcement. Conditioning occurs through interaction with the environment.' • (Hamawand, 2020)
background	• DM did not take hold in the US • Difficult to find native speakers in the US • The Coleman Report 1929: Return to reading as a more useful method of language learning • Need for Americans to become orally proficient in languages of allies and enemies : US government needed personnel who were fluent in languages of allies and enemies to work as translators, code room assistants and interpreters • The US military funded special intensive language(too many hours courses which focused on aural / oral skills • (aural: relating to the ear or the sense of hearing) • Courses came to be known as Army Specialized Training Program ASTP, the Army Method • This program lasted only for two years, but it was discussed for a decade by linguists • Linguists and scholars were increasingly interested in language teaching as America became a world power. Students from all over the world came to America to study but needed training in English before they could undertake their courses. • All these factors led to the emergence of Audiolingual Method In many ways the methodology used by U.S. linguists and language teaching experts during this period sounded similar to the British Oral Approach, although the two traditions developed independently. The American approach differed, however, in its strong alliance with American structural linguistics and its applied linguistic applications, particularly contrastive analysis. Fries set forth his principles in *Teaching and Learning English as a Foreign Language* (1945), in which the problems of learning a foreign language were attributed to the conflict of different structural systems (i.e., differences between the grammatical and phonological patterns of the native language and the target language). Contrastive analysis of the two languages would allow potential problems of interference to be predicted and addressed through carefully prepared teaching materials. Thus was born a major industry in American applied linguistics – systematic comparisons of English with other languages, with a view toward solving the fundamental problems of foreign language learning. •

	The emergence of the Audiolingual Method resulted from the increased attention given to foreign language teaching in the United States toward the end of the 1950s. The need for a radical change and rethinking of foreign language teaching methodology (most of which was still linked to the Reading Method) was prompted by the launching of the first Russian satellite in 1957. The U.S. government acknowledged the need for a more intensive effort to teach foreign languages in order to prevent Americans from becoming isolated from scientific advances made in other countries. The National Defense Education Act (1958), among other measures, provided funds for the study and analysis of modern languages, for the development of teaching materials, and for the training of teachers. Teachers were encouraged to attend summer institutes to improve their knowledge of foreign languages and to learn the principles of linguistics and the new linguistically based teaching methods. Language teaching specialists set about developing a method that was applicable to conditions in U.S. colleges and university classrooms. They drew on the earlier experience of the army programs and the Aural-Oral or Structural Approach developed by Fries and his colleagues, adding insights taken from behaviorist psychology. This combination of structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology led to the Audiolingual Method. Audiolingualism (the term was coined by Professor Nelson Brooks in 1964) claimed to

Approach

Theory of language	• Based on structural linguistics : learning a language entails mastering the elements of language and the rules by which they are combined Language was viewed as a system of structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures, and sentence types. The term *structural* referred to these characteristics: *(a)* Elements in a language were thought of as being linearly produced in a rule-governed (structured) way; *(b)* Language samples could be exhaustively described at any structural level of description (phonetic, phonemic, morphological, etc.); *(c)* Linguistic levels were thought of as systems within systems – that is, as being pyramidally structured; phonemic systems led to morphemic systems, and these in turn led to the higher-level systems of phrases, clauses, and sentences. Learning a language, it was assumed, entails mastering the elements or building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to • sentence. The phonological system defines those sound elements that

	• Structural linguistics believes that spoken language is more important than writing, which results in this method focusing on oral skills (speech) An important tenet of structural linguistics was that the primary medium of language is oral: Speech is language. Since many languages do not have a written form and we learn to speak before we learn to read or write, it was argued that language is "primarily what is spoken and only secondarily what is written" (Brooks 1964). Therefore, it was assumed that speech had a priority in language teaching. This was contrary to popular views of the relationship of the spoken and written forms of language, since it had been widely assumed that language existed principally as symbols written on paper, and that spoken language was an imperfect realization of the pure written version.

Theory of language learning	• Based on the behaviorist theory of language learning elaborated by B.F. Skinner: learning is seen as a set of behaviors. Learners need a stimulus to which they provide a response. Based on this latter, a teacher gives a reinforcement which is crucial in turning this behavior into a habit.
	
	The Audiolingual Method
	
	Stimulus → Organism → Response Behavior
	  Reinforcement (behavior likely to occur again and become a habit)
	  No reinforcement/ Negative reinforcement (behavior not likely to occur again)
	Figure 4.1
	
	• Foreign language learning is a process of mechanical habit formation: correct responses produce good habits. Memorizing dialogues and pattern drills minimize mistakes.
	• Language skills are learnt effectively if presented in spoken form: Aural-oral training is needed.
	• Analogy, generalization, and discrimination are better than explanations of rules : inductive approach to grammar
	• Meaning is best learnt in its cultural context
	• .

	Design

Principles	• Language occurs in context : dialogues • L1 and L2 have separate linguistic systems : minimizing interference of L1 in L2 acquisition • Language learning is a process of habit formation: repetition strengthens habits. • learners take the teacher as a model through imitating him or her • Errors lead to bad habits: they are to be avoided at all costs. • The purpose of language learning is to learn how to use the language to communicate • Students must learn parts of speech and which part they occupy in sentence (substitution drills) • Positive reinforcement = good habits • Repetition /patterns drills help develop 'good habits' • Overlearning (automatic responses to verbal or non-verbal stimuli) • A comparison between students L1 and the target language helps the teacher to predict where students might find difficulties • Learning a second language should be the same as acquiring the first L1: grammatical rules are induced and not given directly to students. • Learning structural patterns comes first then learning vocabulary.
The goals of the teacher	• Enable students to use language communicatively • Stop thinking before using the target language through overlearning • Overcome bad habits of their native language.
The role of teacher	• An orchestra leader: directing/ controlling language behavior of students • Provide a good model for imitation •
The role of learners	• They imitate the teacher/the model • They have to respond actively to teachers directions
Characteristics	• A great deal of oral activity : vocabulary and structural patterns presented through dialogues • Pronunciation and pattern drills(such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) • Conversation practice • None of the grammar in traditional classes • In the 1950s , with all its variations and adaptation , it came to be known as the AudioLingual Method • Dialogs are learnt through imitation and repetition • Successful responses are positively reinforced • Explicit grammar rules are not given • Students' reading and writing is based on oral work
Teacher/student interaction	• Student-student interaction in chain drills and role play in dialogs is teacher directed • Interaction between teacher and student is initiated by the teacher

How is language viewed	• Influenced by descriptive linguistics • Language is seen as having a unique system with different levels: phonological, morphological, syntactic • Everyday speech is emphasized : the complexity of speech is graded (beginners are provided with simple patterns)

Areas of language emphasized	• The 'natural order' of skills
	  ○ Listening
	  ○ Speaking
	  ○ Reading
	  ○ Writing
	
	• The oral/aural skills receive most of the attention. What students write they have first been introduced to orally. Pronunciation is taught from the beginning, often by students working in language laboratories on discriminating between members of minimal pairs.

Role of L1	• L2 is used in the classroom • L1 is thought to interfere with the students' attempt to master L2 • The teacher may take advantage of a contrastive analysis between the two languages to predict L1 interference.
Error correction	• Errors are to be avoided at all costs. The teacher uses contrastive analysis to prevent students from making mistakes.
Evaluation	• Each question on the test would focus on only one point of the language at a time. Students might be asked to distinguish between words in a minimal pair, for example, or to supply an appropriate verb form in a sentence.
Activities	• Dialog memorization • Repetition drills • Chain drills : A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask and answer questions of each other • Backward build-up drill: This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. • Substitution drills: single slot/ multiple slot • Minimal pairs: The teacher works with pairs of words which differ in only one sound; for example, 'ship/sheep.' Students are first asked to perceive the difference between the two words and later to be able to say the two words • Dialog completion

	• Grammar games • Transformation drills: changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech. • Question and answer drills
Decline	• In the 60s ALM was used to teaching foreign languages and English as a second language • First criticism: the theoretical foundations were considered unsound both in language theory and learning theory • Second criticism: disappointing results of the method when students did not succeed in transferring classroom knowledge to real life communication • Change in American linguistic theory in MIT • 'Language is not habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of new sentences, and patterns in accordance with great abstractness and intricacy' (Chomsky, 1966, p. 153) • The whole audio-lingual paradigm was called into question •

Silent Way

Pioneer	**Caleb Cattegno** • Cattegno's "Silent Way" was not the outcome of Cognitive Psychology, but in line with it: both assign an active role to the learner. •In both the Silent way and Cognitive Psychology, teaching is subordinate to learning: Both are learner centered, not teaching centered.
Background	•People have been learning languages through the Audio-Lingual Method. •Disadvantage: students' inability to transfer classroom acquired habits to communicative use in real life situations. •The criticism directed to behavorism by Noam Chomsky challenged the validity of the habit formation premise on which the Audolingual method was based. •Behaviorism was followed by Cognitive Psychology. •Structuralism was followed by Transformational-generative linguistics.
Concepts	•Creativity is the essence of human language. •The behaviorist theory (stimulus-response, mimicry, repetition, etc. are not conducive to learning). •Language is based on a finite number of words and an infinite number of possible combinations (children produce novel utterances everyday). •Language learning is not the outcome of habit formation (Behaviorism). •Language learning is the process of creative rule formation (cognitive psychology). •Cognitive science deals with the scientific study of thinking, reasoning and the intellectual processes of the mind. •Generative Transformational theory (proposed by Chomsky in 1957) is a model for the description of all languages. •Internalized grammar of a language – Competence – enables one to create and understand totally new sentences. •Competence enables us to tell what are and what are not

	possible sentences in a language (implicit knowledge) •Competence is different from Performance which is the actual use of the language by individuals •Errors are inevitable, natural signs of learning/acquisition. They show the learner is testing his hypotheses. The progress is gradual . •All four skills are worked on from the beginning. •Form and meaning are important.

Learning Thoery	•Learning is facilitated if learners 'discover' or 'create' what is to be learned (instead of repeating/remembering). •Learning is facilitated by accompanying physical objects. •Learning is facilitated by problem solving. •Silent Way : tradition of discovery learning. •Use of visual devices as associative 'mediators' for learning and recall. •Cattegno: openly skeptical ' of 'the role of linguistic theory in language teaching methodology'. •Cattegno: importance of 'grasping the « spirit » of the language and not just the form. The Silent Way takes a structural approach in organizing language taught. •The Silent Way takes a structural approach in organizing language taught. •The sentence is the basic unit of teaching. •Teacher focuses on propositional meaning instead of communicative. •Students learn structural patterns and grammar rules inductively. •The sentence is the basic unit of teaching. •Teacher focuses on propositional meaning instead of communicatie. •Students learn structural patterns and grammar rules inductively. •Cattegno: vocabulary is a central dimension of language learning •The most important vocabulary: the most functional and versatile words of the language •« Functional vocabulary » provides a key to comprehending the « spirit » of the language. •Need of extensive understanding of native language. •Cattegno: second language learning is 'radically different' from first language learning.

	•Second language learning takes place in an 'artificial and a strictly controlled' environment. •Successful learning requires 'commitment' of the learner through 'silent awareness and active trial'.
Principles	•The teacher goes from familiar to unfamiliar. For example, s/he starts with L2 sounds which are similar to L1 sounds. •The teacher speaks very little, only when needed. Her/his silence motivates the learners to participate more and be active. •The teacher is not the model. His gestures work. •Students' "self criteria" for correctness are emphasized. •The student takes the responsibility of learning. •Students' actions show if they have learned. •Students help each other. •The teacher uses gestures and L1 to help them learn. •Students' familiar knowledge (old context) helps them learn the unfamiliar (new context). The teachers interference is very little. •Reading is worked on from the beginning but after speaking. •The teacher's silence leads to the student's autonomy: learner centeredness. •Meaning is achieved through perceptions (senses), not translation. •Little praise and punishment. •Errors are important. They are the road signs. •Self correction over teacher's correction. •Learning rates are different. Perfection is not the target. •Meaningful practice is preferred to repetition. •Logical presentation of language elements from familiar to unfamiliar. •Autonomy is gained by exploring and making choices. •Feedback from students informs the teacher. •No homework: sleeping practice •Syllabus is structure based. •Structures are not presented in a linear way(no expected order of appearance). •Skills (speaking, reading and writing) reinforce one another.
Goals	•Students should be able to use the language for self-expression- to express their thought, perceptions, and feelings. •Students need to be independent from the teacher

Role of the Teacher	•The teacher is a technician or engineer. •The teacher should respect the autonomy of the learners in their attempts at relating and interacting with the new challenges.
Role of the Students	•The students make use of what they know, free themselves of any obstacles that would interfere with the learning task. •Students actively engage in exploring the language.
Teacher-Ss interaction	•The teacher is silent for the most part. •The teacher sets up situations and gives clues. •The teachers listens attentively to the students. •Student –student interaction is desirable.
Students' feelings	•The teacher is attentive to the students' feelings. •They express how they feel at the end of the session. •A relaxed atmosphere is required for their cooperation.
How are language and culture viewed?	•Languages of the world share some features. •Culture is reflected in the language and is inseparable from the language.
Areas of language emphasized	•All four skills are worked on from the beginning of the course. •There is a sequence in that students learn (read and write what they have already produced orally).
Role of Ss' L1	•The native language is also used (at least at beginning levels of proficiency) during the feedback sessions.
Evaluation	•The teacher does not praise or criticize student behavior since this would interfere with students' developing their own inner criteria. •The teacher expects students to learn at different rates. •The teacher looks for steady progress, not perfection.
Errors	•Student errors are seen as a natural, indispensable part of the learning process. •Errors are inevitable since the students are encouraged to

	explore the language. •The teacher uses student errors as a basis for deciding where further work is necessary.
Advantages	•Innovation in organization of classroom activities. •Responsibility placed on learners. •Autonomy of learners in figuring out how language works.
Disadvantages	•Traditional structural lexical syllabus. •Use of traditional methods: focus on accurate repetition of sentences modeled by teacher.

TPR

Background	1970s-1980s : 'major paradigm shift' - Search for alternative methods to GTM 'Growing interest in communication' - Methods based not on a theory of language but the work of one educator : Cattegno, Lozanov, Asher - Asher' work benefited from various field: - Developmental psychology: ''trace theory of memory in psychology(the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally by rote repetition and or in association with motor activity. Combined verbal rehearsal accompanied by motor activity will increase the possibility of successful recall.(Richards and Rogers, 2001) - Humanistic pedagogy: focus on learner's feelings; affective/ emotional factors in language learning - Learning theory: 'the brain and the nervous system are biologically programmed to acquire language in a particular sequence and in a particular mode? (listening before speaking and the mode is to synchronize language with the individual's body) *Brain lateralization* Asher sees Total Physical Response as directed to right-brain-learning, whereas most second language teaching methods are directed to left-brain learning. Drawing on work by Jean Piaget, Asher holds that the child language learner acquires language through motor movement – a right-hemisphere activity. Right-hemisphere activities must occur before the left hemisphere can process language for production. Similarly, the adult should proceed to language mastery through right-hemisphere motor activities, while the left hemisphere watches and learns. When a sufficient amount of right-hemisphere learning has taken place, the left hemisphere will be triggered to produce language and to initiate other, more abstract language processes. - Palmer's language teaching procedures to develop proficiency '…underdeveloped in the domain of theory of language' - Most methods target the speaking skill of their students - It is a comprehension approach because of the importance it gives to listening comprehension 1960s-1970s: hypothesis is that language learning should start with understanding and later proceed to production 'after the learner internalizes an extensive map of how the target language works, speaking will appear spontaneously' 'Students' speech will not be perfect, but gradually become target-like' similar to infants who speak when they are ready. - Successful language learning rests on stress-free atmosphere in the classroom

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<table>
<tr><td colspan="2" align="center">Approach</td></tr>
<tr>
<td>Theory of language</td>
<td>
• Total Physical Response : grammar-based view of language
• 'most of the grammatical structure of the target language and hundreds of vocabulary items can be learned fron the skillful use of the imperative by the instructor'
• (Asher, 1977:4)
• According to Asher, the verb in the imperative form is ' the central linguistic motif around which language use and learning are organized'
</td>
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<tr>
<td>Theory of language learning</td>
<td>
• Stimulus – response associated with 'motor activity'verbal rehearsal accompanied by motor activity…increase the possibility of successful recall'
• Asher relies on three learning Hypotheses:
    o 1. 'The exitence of 'a specific innate 'bio-program for language learning which defines an optimal path for first and second language learning'
    o 2. Brain lateralization defines different learning functions
    o 3. Stress affects learning: lower stress results in greater learning
• Asher based foreign language learning upon the way children learn their native language
• L1 learning: children acquire 'through motor movement'(Right hemisphere activity)
• L2 learning should use the same path (the left-hemisphere will 'watch, learn..and be triggered to produce language'
• Comprehension before production is « imprinted » through carrying out commands
• Reduction of stress is a condition to successful learning
• Movement can liberate the learner from 'self-conscious and stressful situations'
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<tr><td colspan="2" align="center">Design</td></tr>
<tr>
<td>Objectives</td>
<td>
• Teach basic speaking skills through comprehension
• Teach oral proficiency at a beginning level to produce learners who can communicate uninhibitedly and intelligibly with native speakers
• Whatever goals the teacher has, it must be based on actions in the imperative (the same way children learn their first language)
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syllabus	• Sentence-based syllabus with grammatical and lexical criteria being primary with focus on meaning not form (unlike other methods which have a grammatical-based or structural view) • Grammar taught inductively •
Principles	• Meaning can often be conveyed through actions • Memory is activated through learning responses • L2 instruction should address the right hemisphere of the brain (the part that controls non-verbal behavior) • The target language is presented in 'chunks' not word by word • A fixed number of words at a time • The students' understanding of the target language should be developed before speaking • It is important that students feel successful • Language learning is better when it is fun • Spoken language is emphasized over written language • Students will speak when they are ready
Goals of teachers	• Importance of having students 'enjoy' learning to communicate • TPR was developed to reduce stress • Encourage students to go beyond a beginning level of proficiency •
Role of teacher	• Active and direct role • The director of 'stage play' with students as actors has been internalized. The teacher plays an active and direct role in Total Physical Response. It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. Asher recommends detailed lesson plans: "It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually not time for you to create spontaneously" (1977: 47). Asher stresses, however, that the teacher's role is not so much to teach as to provide opportunities for learning. The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. Thus the teacher controls the language input the learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds. The teacher should also allow speaking abilities to develop in learners at the learners' own natural pace. •
Role of learners	• Listeners and performers • Little influence over content of learning

	Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are also expected to recognize and respond to novel combinations of previously taught items. They are required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak – that is, when a sufficient basis in the language has been internalized. The teacher plays an active and direct role in Total
Role of L1	- TPR is usually introduced in the student's native language - After introduction it is rarely used - Meaning is made clear through body movements
Learner's feelings	- TPR was developed to reduce stress - Learners speak when they are ready - Perfection should not be expected - Learning should be made enjoyable through zany commands and humourous skits - Feelings of success and low anxiety facilitate learning
Areas of language Emphasized	- Vocabulary and Grammar embedded within imperatives (frequency of occurrence in first language acquisition) - The spoken form of language is emphasized over the written form - Understanding spoken language should precede its production
Error correction	- Errors are expected - Teachers should be tolerant of students errors - Correction of 'major errors unobtrusively' 'Fine tune minor' errors as learners advance In giving feedback to learners, the teacher should follow the example of parents giving feedback to their children. At first, parents correct very little, but as the child grows older, parents are said to tolerate fewer mistakes in speech. Similarly, teachers should refrain from too much correction in the early stages and should not interrupt to correct errors, since this will inhibit learners. As time goes on, however, more teacher intervention is expected, as the learners' speech becomes "fine-tuned."
procedures	- A typical TPR lesson: teacher introduces the method in the native language - The teacher tells the students that at first they will just listen and do as she does - The teacher will ask for volunteers

	• The teacher the gives 'commands' and carries them out; e.g. stand up, sit down etc. • The teacher issues more commands and the volunteer students carry them out • The teacher then approaches the other students and gives them commands as well • The commands are done in chunks • The commands are not fixed • The teacher then writes the commands on the board for students to copy • A Total Physical Response lesson does not use a TPR syllabus exclusively • Imperative drills are a major activity • Use of dialogs after about 120 hours of teaching • Use of role play everyday situations •
Advantages	• Stress reduction proved important • TPR can be used with other methods • TPR techniques may be effective
Disadvantages	• Focus on imperatives is restrictive • Students are not given the chance to express their opinions • Not useful for non-beginners • Not appropriate for all learning styles

Suggestopedia/desuggestopedia

Background and approach	• Derived from Bulgarian psychologist- educator Georgi Lozanov (1979)
	• 'A set of learning recommendations derived from 'Suggestology…a science concerned with the systematic study of the nonrational and/or nonconscious influences humans respond to'
	• Lozanov borrowed rhythmic breathing techniques from yoga to alter states of consciousness an concentration.
	• All students can be taught at the same level skill , gifted or not gifted (Russian psychology)
	• Use of music to establish and maintain relationships, increase self-esteem and self- satisfaction and use of rhythm to relax (therapy)
	• The last use of music structures, paces, and organize the presentation of linguistic materials.
	• The contention was the human brain could process great quantities of material if given the right conditions for learning:
	    ○ A state of relaxation
	    ○ Giving over control to the teacher
	• According to Lozanov people are capable of learning much more than they give themselves credit for
	• Lozanov created this method which capitalized on relaxed states of mind for maximum retention of material
	• Music was central to this method
	• No clearly articulated a theory of language
	• No assumptions regarding language elements or their organization
	• Emphasis on memorizing vocabulary pairs L1 and L2
	• View of language: Lexis is important and so is lexical translation rather than contextualization
	• Experiencing language in 'whole meaningful texts'
	• The goal is to direct students to acts of communication , not to vocabulary memorizing and habits of speech
	• Theory of learning: this method is based on suggestion.
	• Lozanov's method 'suggests and desuggests' through six components:
	• **1. Authority**: information coming from a trusted 'authoritatively appealing' source is remembered better . The teacher should be highly motivated with highly positive attitude, committed to the method, self-confident has an acting ability
	• **2. Infantilization**: teacher-student relation is like child-parent relations.
	• - The child's/ student's role: role play, games, etc. 'help the older student regain the self-confidence, spontaneity and receptivity of the child'
	• **3. double-planedness**:

	○ Plane 1: Direct language use and instruction ○ - Plane 2: the environment, classroom decor, musical background,, chairs, teacher's personality **4. Intonation, rhythm, and concert pseudo- passiveness:** The material is presented in a dramatized and emotionalized way to give meaning to 'linguistic material'. Dramatic reading helps visualize the context and memorize the material - Coordination of rhythm, intonation with musical background to induce a relaxed attitude 'a concert pseudo-passiveness' - Anxiety and tension are relieved for optimal learning

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Design

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Objectives	Deliver advanced conversational proficiency quickly through increased memory power through 'positive stimulation of personality'
syllabus	- A Suggestopedia course: 30 days, 4 hours a day, 6 days a week - Each unit: a dialog of about 1200 words + vocabulary list and grammar commentary - Dialogs are graded by lexis and grammar
Principles	- Learning is facilitated in a cheerful environment - Peripheral learning: students learn from environment even if their attention is not directed to it - Trust and respect enhance learning - Role-play lowers inhibition - Unity between the conscious and subconscious enhances learning. Conscious : exposed to language Subconscious : music suggests that learning is easy and enjoyable. - The arts (music, art, drama…) should be integrated as much as possible to enable students overcome their psychological barriers. - Novelty aids acquisition: the teacher should use various techniques to help students activate what they have been exposed to.
Goals of teachers	Accelerate the process of learning by dessuggesting the psychological barriers by using techniques to activate the 'paraconscious mind' and allow students to fully use their mental powers.
Role of teacher	- The teacher is the authority in the classroom - For the method to work, students should trust and respect the teacher - Trust establishes security - Security leads to spontaneity and less inhibition

	•
Role of learners	• They should immerse themselves in the process of learning forgetting about all distractions • They should stay relaxed and not try to manipulate or study the material. They should let it flow through them. • They should respect teacher authority and open themselves to his or her instructions. • •
Expected teacher behavior	• Show absolute confidence in the method • Display fastidious conduct in manners and dress(attentive to details) • Organize properly and strictly observe the initial stages of the teaching process • Maintain solemn attitude toward the session • Give tests and respond tactfully to poor papers if any • Stress global rather than analytical attitudes toward material • Maintain a modest enthusiasm
Characteristics of the learning process	• Colorful environment • Grammatical information is displayed in the classroom through posters to take advantage of students' peripheral learning. They are changed in weeks so the class maintains a sense of novelty. • Students choose names, occupations, identities, biographies • Students work from handouts/ lengthy dialogs (a translated version is provided in the native language of the student) The teacher presents the dialog during two concerts which comprise the first major phase (the receptive phase). In the first concert (the active concert) the teacher reads the dialog, matching her voice to the rhythm and pitch of the music. In this way, the 'whole brain' (both the left and the right hemispheres) of the students become activated. The students follow the target language dialog as the teacher reads it out loud. They also check the translation. During the second concert (the passive concert), the students listen calmly while the teacher reads the dialog at a normal rate of speed. For homework the students read over the dialog just before they go to sleep, and again when they get up the next morning. What follows is the second major phase (the activation phase), in which students engage in various activities designed to help them gain facility with the new material. The activities include dramatizations, games, songs, and question-and-answer exercises.
Student-teacher interaction	• Teacher initiates interaction. Students respond nonverbally or using a little bit of the target language words they have learnt. • Students later respond appropriately and eventually initiate interaction •

Students feelings	• Great attention is given to students' feelings • A fundamental principle is that students are relaxed and confident. Learning does not come the hard way. It comes naturally and easily. • Students' psychological barriers are to be 'desuggested' • Indirect positive comments suggested are to enhance the students' self-confidence • Students can choose a new identity in the target language, which enables them to be more open and feel secure to learn better.

procedures	• A typical class has three phases
	• Phase one: oral review session: review of previously learned material :
	    ○ Micro studies: grammar, vocabulary and Q&A
	    ○ Macro studies: role play
	• Phase two: presenting new material
	• Phase three: a séance, concert session
	•

How is language viewed	• Language is the first of two planes in the two-plane process of communication • In the second plane are the factors which influence the linguistic message (nonverbal behavior). For example, how one dresses or uses nonverbal behavior influences the interpretation the linguistic message. • Culture concerns the everyday life of people who speak the language • Use of fine arts is important in Dessuggestopedic classes •
Areas of language emphasized	• Vocabulary (the method claims its success in the large number of words that can be acquired) • Grammar is dealt with explicitly and minimally • (the paraconscious mind will absorb the linguistic rules) • Speaking communicatively • Reading dialogs • Writing imaginative compositions
Role of native language	• Native language translation is used to make the meaning of the dialog clear • The teacher uses the students native language in class when necessary (less and less as the learning advances) •
Evaluation	• No formal tests because they threaten the relaxed atmosphere necessary for accelerated learning • Just normal in-class performance
Student errors	• Errors are corrected gently, with the teacher using a soft voice. •

Techniques	## Classroom set-up
	The challenge for the teacher is to create a classroom environment which is bright and cheerful. This was accomplished in the classroom we visited where the walls were decorated with scenes from a country where the target language is spoken. These conditions are not always possible. However, the teacher should try to provide as positive an environment as possible.
	### First concert (active concert)
	The two concerts are components of the receptive phase of the lesson. After the teacher has introduced the story as related in the dialog and has called students' attention to some particular grammatical points that arise in it, she reads the dialog in the target language. The students have copies of the dialog in the target language and their native language and refer to it as the teacher is reading.
	Music is played. After a few minutes, the teacher begins a slow, dramatic reading, synchronized in intonation with the music. The music is classical; the early Romantic period is suggested. The teacher's voice rises and falls with the music.
	### Second concert (passive concert)
	In the second phase, the students are asked to put their scripts aside. They simply listen as the teacher reads the dialog at a normal rate of speed. The teacher is seated and reads with musical accompaniment. The content governs the way the teacher reads the script, not the music, which is pre-Classical or Baroque. At the conclusion of this concert, the class ends for the day.
	## Positive suggestion
	It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them. Teachers can do this through direct and indirect means. Direct suggestion appeals to the students' consciousness: A teacher tells students they are going to be successful. But indirect suggestion, which appeals to the students' subconscious, is actually the more powerful of the two. For example, indirect suggestion was accomplished in the class we visited through the choice of a dialog entitled, 'To want to is to be able to.'

	Role play Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are **Peripheral learning** This technique is based upon the idea that we perceive much more in our environment than that to which we consciously attend. It is claimed that, by putting posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly. The teacher may or may not call attention to the posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying.
criticism	• Some techniques used in Suggestopedia may be useful • Its pseudo-science approach • Use of 'placebo' system •

Communicative Language Teaching (CLT)

Introduction	- Educators began to question the methods used in the 1970's - Students couldn't communicate appropriately outside the classroom - They noticed that communication required more than mastering linguistic rules - Knowing the rules of usage doesn't necessarily mean mastering language use - It became clear that being able to communicate requires more than linguistic competence - Communication requires communicative competence
Theoretical background	- Communicative Language Teaching aims to broadly apply the theoretical perspective of the communicative approach - CLT aims to make communicative competence (Hymes, 1972) the goal of language teaching For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to - whether (and to what degree) something is formally possible - whether (and to what degree) something is feasible in virtue of the means of implementation available - whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated - whether (and to what degree) something is in fact done, actually performed, and what its doing entails - Communication is the aim of language learning. - It started in 60's and 70's as a reaction against the grammar translation method. - New syllabuses took into account needs of different learners in terms of usefulness for practical purposes. - Communicative competence is what a speaker needs to know in order to be communicatively competent in a speech community. 'Knowing what to say, when to say it, how to say it and to whom to say it'

	• CLT acknowledges the interdependence of language and communication.
	• Communication requires that learners perform certain functions such as promising, inviting, etc…
	• Communication requires more than linguistic competence: rules of linguistic usage
	• Theory of learning: no clear writings about this area. However some tried to infer it from CLT activities resulting in three principles
	    • Communication principle : activities involved real communication promotes learning
	    • Task principle : activities to carry out tasks using language promotes learning
	    • Meaningfulness principle: meaningful language promotes learning.

How is language viewed?	• Language is for communication • Students need knowledge of forms and meanings and functions • Students must take into account the social situation to convey meanings • Students need to be aware of certain cultural aspects important to communication • Students need to have communicative competence
Communicative Competence	• Four dimensions of communicative competence (Canale and Swain,1998) : • Grammatical competence- similar to linguistic competence by Chomsky: what is formally possible • Sociolinguistic competence: understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the purpose for their interaction • Discourse competence: the interpretation of individual message elements in terms of cohesion and coherence • Strategic competence: the coping strategies to initiate, terminate, maintain, repair, and redirect communication
Design	
Principles	• Use of authentic language (language as it is used in real context) • Providing all the forms related to a function • Learners should be given the opportunity to express their opinions • Learning to use language forms appropriately is an important part of communicative competence • Communicative interaction encourages negotiation of meaning

Goals of teachers	• Enable learners to communicate in the target language • Enable the students to learn the different forms they need to perfom the different functions • Enable the learners to choose which forms they need to perfom which functions • Enable the students to negotiate meaning •
Role of teacher	• Facilitate communication in the classroom • Establish situations that promote communication • Advise in communication activities • Co- communicate in class activities • Have a less dominant role than in other teacher-centered methods
Role of learners	• Communicators • Negotiators of meaning: they make themselves understood and understand others even when their knowledge of the target language is incomplete. • Responsible managers of their learning •
Role of L1	• Use of L1 is allowed only when necessary • L2 is used in classroom exchanges for explanations and classroom management to make students aware that the target language is a vehicle of communication, not just a subject to study.
Teacher-student interaction	• Student to student interaction (includes the teacher where necessary) • Teacher monitors and intervenes only when necessary. • Students are given every opportunity to practice communication. • Teacher talking time (TTT) must be kept to a minimum. • TTT should be controlled and appropriate. ∗ **The classroom should be learner-centered**. • The teacher's role is to facilitate student communication • Selection of materials and activities relevant to the aims of the lesson
Characteristics of Teaching/Learning	• Communication is purposeful • Students use the language a great deal (games, role plays, problem solving tasks)

	Activities that are truly communicative, according to Morrow (in Johnson and Morrow 1981), have three features in common: information gap, choice, and feedback. An information gap exists when one person in an exchange knows something the other person does not. If we both know today is Tuesday and I ask you, 'What is today?' and you answer, 'Tuesday,' our exchange is not really communicative. In communication, the speaker has a choice of what she will say and how she will say it. If the exercise is tightly controlled so that students can only say something in one way, the speaker has no choice and the exchange, therefore, is not communicative. In a chain drill, for example, if a student must reply to her neighbor's question in the same way as her neighbor replied to someone else's question, then she has no choice of form and content, and real communication does not occur. True communication is purposeful. A speaker can thus evaluate whether or not his purpose has been achieved based upon the information she receives from his listener. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative. Forming questions through a transformation drill may be a worthwhile activity, but it is not in keeping with CLT since a speaker will receive no response from a listener, so is unable to assess whether her question has been understood or not. - Authentic materials are used - Activities are often carried out in pairs and small groups to find time for everyone to communicate
Skills Emphasized	- Language functions are emphasized over forms - Students are presented with the various forms for each function - Simpler forms are presented first - Students learn about coherence and cohesion - Students work on the four skills from the beginning

	Language functions might be emphasized over forms. Typically, although not always, a functional syllabus is used. A variety of forms are introduced for each function. Only the simpler forms would be presented at first, but as students get more proficient in the target language, the functions are reintroduced and more complex forms are learned. Thus, for example, in learning to make requests, beginning students might practice 'Would you … ?' and 'Could you … ?' Highly proficient students might learn 'I wonder if you would mind … .' Students work with language at the suprasentential or discourse level. They learn about cohesion and coherence. For example, in our lesson the students recognized that the second sentence of the scrambled order was the last sentence of the original sports column because of its introductory adverbial phrase, 'In the final analysis … .' This adverbial phrase is a cohesive device that binds and orders this sentence to the other sentences. The students also recognized the lack of coherence between the first two sentences of the scrambled order, which did not appear connected in any meaningful way. Students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and listener, so too is meaning thought to be derived from the written word through an interaction between the reader and the writer. The writer is not present to receive immediate feedback from the reader, of course, but the reader tries to understand the writer's intentions and the writer writes with the reader's perspective in mind. Meaning does not, therefore, reside exclusively in the text, but rather arises through negotiation between the reader and writer. •
How are students' feelings dealt with?	• Learning to communicate is motivating • Students feel they are learning something useful with the language • Students express their ideas, opinions and therefore their individuality • The cooperative interactions among students enhance their security •
Evaluation	• Teachers evaluate both accuracy and fluency • Evaluation can be done informally : students' performance • Evaluation can be done formally through integrative tests which have communicative function: a teacher might ask students to write a letter to a friend to assess their writing skills. •
errors	• Errors are tolerated in fluency activities as part of the learning process. They are natural outcomes of learning. • Errors of form are dealt with in accuracy-based activities by teachers after noticing them in fluency-based activities.
Techniques and materials	• Authentic materials: 　o **'Listening:** TV shows, radio, commercials, news broadcasts, documentaries, movies, phone messages, etc. 　o **Visual:** photographs, art works, signs with symbols, postcards, picture books, etc. 　o **Printed:** restaurant menus, newspaper articles, bulletin board advertisements, company websites, coupons, sales catalogues, travel brochures, maps, telephone books, signs, blogs, movie posters, food labels, etc.'

Scrambled sentences

The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they have not seen before. They are told to unscramble the sentences so that the sentences are restored to their original order. This type of exercise teaches students about the cohesion and coherence properties of language. They learn how sentences are bound together at the suprasentential level through formal linguistic devices such as pronouns, which make a text cohesive, and semantic propositions, which unify a text and make it coherent.

In addition to written passages, students might also be asked to unscramble the lines of a mixed-up dialog. Or they might be asked to put the pictures of a picture strip story in order and write lines to accompany the pictures.

Language games

Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. Morrow's three features of communicative activities were manifested in the card game we observed in the following way: An information gap existed because the speaker did not know what her classmate was going to do the following weekend. The speaker had a choice as to what she would predict (which sport) and how she would predict it (which form her prediction would take). The speaker received feedback from the members of her group. If her prediction was incomprehensible, then none

	of the members of her group would respond. If she got a meaningful response, she could presume her prediction was understood.
	
	Picture strip story
	
	Many activities can be done with picture strip stories. We suggested one in our discussion of scrambled sentences.
	    In the activity we observed, one student in a small group was given a strip story. She showed the first picture of the story to the other members of her group and asked them to predict what the second picture would look like. An information gap existed—the students in the groups did not know what the picture contained. They had a choice as to what their prediction would be and how they would word it. They received feedback, not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction.
	    The activity just described is an example of using a problem-solving task as a communicative technique. Problem-solving tasks work well in CLT because they usually include the three features of communication. What's more, they can be structured so that students share information or work together to arrive at a solution. This gives students practice in negotiating meaning.
	
	Role play
	
	We already encountered the use of role plays as a technique when we looked at Desuggestopedia. Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. Role plays can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say) or in a less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say). The latter is more in keeping with CLT, of course, because it gives the students more of a choice. Notice that role plays structured like this also provide information gaps since students cannot be sure (as with most forms of communication) what the other person or people will say (there is a natural unpredictability). Students also receive feedback on whether or not they have effectively communicated.

Procedure	- In a typical class, teacher hands out a task where authentic language is used - Students are to figure out the writer's intentions - The target language is both vehicle and target of study - Students try to predict writer's intentions using different linguistic forms - Students play a language game which has features common in real communicative events - Students are asked how they feel about the predictions - Errors are ignored/ tolerated - Use of picture story (scrambled) - Students role play (social context for communication) - Teacher offers advice and answers questions

	• Students role play (social context for communication) • Teacher offers advice and answers questions
Criticism	• Being prejudiced in favor of native-speaker teachers by demanding a relatively uncontrolled range of language use and expecting the teacher to be able to respond to any and every language problem which may come up. • A basis of group and pair work and less teacher intervention against education traditions • Lack of explicit teaching of grammar : • a consequent loss among students in accuracy in the pursuit of fluency •